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This proposal for a differentiated secondary school teacher education program consists of a brief program outline followed by a description of the two parts of the program. Part 1 delineates suggested criteria (classroom performance skills, administration and coordinating skills, human interaction skills, and content knowledge and related skills) for advancement through the program, advancement depending upon meeting criteria rather than spending defined amounts of time on each area. Part 2 emphasizes regular and intensive evaluation of the trainee by a panel of skilled, professional observers, with subsequent training to correct his identified weaknesses. Appendix A is a "Sample Request for Proposals for the Development of Performance Criteria." Appendix B, "'You Gotta Have Heart' or at Least Some Teachers should," discusses behavioral characteristics associated with self-actualization. (SG)

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A POSSIBLE PROPOSAL
for an
IDEAL SECONDARY TEACHER EDUCATION PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Teacher Intern Seminar
Secondary Teacher Education Program
Stanford University
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OUTLINE FOR AN IDEAL TEACHER TRAINING PROGRAM

The following program assumes:

a) That teacher education is a continuing process rather than a thing that occurs in a specific period of time

b) That the university or college would be cooperating closely with neighboring schools so the program could be a highly integrated, joint effort by the cooperating institutions

c) That the staff of the high school is differentiated in the manner prescribed by the task force

Special technical help, e. g. audio-visual or statistics experts

1. Professional specialist
2. Strategist, supervisor, or learning engineer
3. Staff teacher
4. Academic assistant
5. Technical assistant

Communication figures and "genius" figures in special areas.

The training required of any one member of the staff will vary. Rather than assigning levels of competence to each level of staff, all possible teaching tasks will be defined, and the skills and qualities necessary for each task will be assigned to it. Thus, all available teaching talent is utilized since the staff is not limited to those who meet all the requirements of the program. With these qualifications in mind, the following program may be considered the basic training for the staff teacher. Further specialization, for example, teaching in deprived areas, would require further training. (For discussion, see Appendix A)

PART I

Advancement through the program will be based on the trainee's meeting certain sets of criteria. These criteria can be roughly organized into the following four categories:

1. Classroom performance skills
2. Administration and coordinating skills
3. Human interaction skills
4. Content knowledge and related skills

The criteria of the second and fourth categories are less nebulous and lend themselves easily to statement as behavioral objectives. For example, most traditional course material can be dealt with by such statements of criteria as: "The trainee will demonstrate skill in the construction of classroom tests."

Criteria in the remaining two categories are not as easily dealt with and therefore merit more detailed discussion and illustration by some suggestions.

It should be stressed that since advancement through the program is based on meeting criteria, the trainee is permitted to enter the program at any time, at any age, and with any preparation. His performance on pretests at the beginning will guide him in the directions he needs to go. The resources that will be made available to train him to meet the criteria will vary greatly. Some examples: consultation with experts, reading from bibliographies, use of a film and/or videotape library, as well as conventional course work. It is assumed that all these performance criteria can be trained for.

A. Suggested Performance Criteria
   1. Human interaction
      a. A given amount of time shall be spent in group dynamics training (or sensitivity training, loosely defined) and it is recommended that members include representatives of a diversity of racial, socio-economic, and cultural backgrounds.

      b. In the belief that it demonstrates both insight into another person and the ability to communicate, the trainee should be able to restate what some other person is saying in terms acceptable to that other person.

2. Classroom Performance
   a. Skill at varying the stimulus should be demonstrated
   b. Maintenance of a broad response repertoire (150 ways of saying yes, for example) should be demonstrated.
   c. In the belief that the essence of teaching is the teacher's ability to utilize student responses for learning purposes, no matter how unexpected or sudden their occurrence, the trainee will demonstrate the ability to respond flexibility to student behavior. (Training for this criteria might consist of having the trainee respond to a variety of videotaped student responses.)

B. Suggested Recognition Criteria

In addition to the above section of the program based on performance criteria, a second section would be based on recognition criteria.

These criteria, because of their affective, mystical or intuitive nature, escape effective measurement but can be recognized in a vague, subjective way. Some are extremely important to effective teaching. They might be identified by somewhat indirect means -- such as correlation with more easily measured behavior or participation in experiences of the type espoused by humanistic psychology. (For discussion, see Appendix B.) For example:

1. Human interaction
   a. "Heart"
   b. Good teacher-pupil rapport
   c. Diagnostic skills (sensitivity to indirect student feedback, both group and individual)

2. Classroom Behavior
   a. Demonstrated flexibility
   b. Demonstrated creativity (originality or innovative approach)
   c. Demonstrated daring

It is not expected that all trainees would excel in these important areas of behavior, but the progeam should identify those exhibiting these characteristics and encourage them to train to meet the other criteria by awarding them fellowships. It is not assumed that these recognition criteria can be trained for.

PART II

The criteria for the practical half of the program are, again, performance or recognition rather than course or time criteria. The emphasis in this half of the program is on regular and intensive evaluation of the trainee by a panel of skilled, professional supervisors and subsequent training on the observed weaknesses.

The time individual trainees will spend in the school will vary. The range of school activities might be from individual tutoring or an occasional lecture to full responsibility for a segment of curriculum planning and presentation, depending on what skills the trainee is working on and at what level the initial pretests place him. Whatever the arrangement, the trainee must have adequate time to work on improving his performance in his weak areas and not be kept from this by the necessity of meeting day-to-day classroom responsibilities.

A. Panel of Specialists

The trainee's needs will be diagnosed, and his performance evaluated frequently by a panel of experts. Although each member of the panel should be expert in one of the four categories of criteria, (administrative and coordinating skills, classroom performance, human interaction, and content) he should also be extremely competent in all of them.

B. Student Evaluation

In addition to evaluation by the panel, evaluation by the high school students should be included and taken into consideration. This source of evaluation is thought to be especially important for the recognition criteria.

C. Pool of Supervisors

A large pool of supervisors, differentiated according to content specialties, will meet in rotation with groups of trainees to discuss experiences in the classroom, and to exchange ideas for curriculum, classroom control, etc. This pool of supervisors should be supplemented by institutionalized access to university professors outside the education department.

D. The resources of the Practicum Clinic should include:
   1. A videotape library
   2. Training protocols for teaching tasks with high transfer power (such as Stanford's completeness of communication figures)
   3. A micro-teaching clinic with supervisors expertly trained in the use of videotape as a training tool.

Finally, it is suggested that the program contain no stages at which trainees are flunked out because of failure to meet the criteria. Since no time limit is set for meeting the criteria, a trainee can spend as long as he likes in the program. It is expected that constant failure would induce most, if not all, of the least able to select themselves out.

SAMPLE REQUEST FOR PROPOSALS FOR THE DEVELOPMENT OF

PERFORMANCE CRITERIA

APPENDIX A

I REQUEST FOR PROPOSALS

A. Products to be furnished. Specifications for the development of performance criteria for the differentiated teaching staff as outlined in Section IB.

B. Statement of problem. To date, much of the learning that has been undertaken in the public schools has been ineffective, or at least inefficient, due to improper utilization of persons having talents and skills that are of potential use in the learning situation. Loss of skilled personnel from education is also a major problem, partially due to improper matching of skills possessed by the professional and the job which he is expected to do. In keeping with currently accepted learning theory and in light of the two problems presented here, the following differentiated staff proposal is seen as one approach to improving the learning process; thus this scheme is to be assumed and accepted over the remainder of this request:

Level 1: Educational or Professional Specialist

Level 2: Learning Engineer or Master Teacher

Level 3: Staff Teacher

Level 4: Academic Assistant

Level 5: Technical Assistant

Note: These classifications correspond to those in the Report on the Task Force Meeting on Task Analysis and Role Definition. This material is taken from Appendix II of that report and the reader is directed to that report for a more complete definition of the model of differentiation that is presented here.

What is needed is a set of behavioral or performance criteria for the training and subsequent evaluation and re-evaluation of the professional at any and all levels of this staffing. Proposals will be accepted which detail methods of approaching the development of these criteria.

C. Specific Scope of Work. Each proposal should include a time schedule which will indicate to what extent, at any time in the life of the project, the specifications of any given components should have been completed. Throughout the development of the proposal, it should be remembered that the expected product of each funded project is a set of performance criteria, sufficiently detailed to permit implementation in any institution or institutions desiring to use them as a basis for restructuring and improving their programs for training of educators. The time schedule

mentioned here is not to say that a definite deadline on work for a section closes the work on that section, but rather that it serves to give some direction to the overall job with no section of work being completely closed at any time before (or after) the completion of the project.

D. Suggested Approach. A problem of this magnitude will need a highly organized approach in order to be successful in the specified task, namely the development of performance criteria for the different levels of the staff differentiation. As a possible approach, a matrix in which the different tasks associated with the various levels of staff serve as the rows opposite to the four areas of competency associated with the education profession is suggested. The four areas are Class Performance Skills, Administrative and Coordination Skills, Human Interaction Skills, and Content Skills and Ability. The diagram below shows clearly the areas in which the performance criteria are needed.

	Class Perf.	Adm. Skill	Interaction	Content
Level 1				
Level 2				
Level 3				
Level 4				
Level 5				

To be sure, this is an over-simplification of what the finished product is expected to be. For example, in place of Level 1, the tasks that are specified for this person are listed, which alone makes a 9X4 matrix, not to mention the 25 skills associated with the Staff Teacher. It is hoped that as this immensely complicated matrix is constructed, that a somewhat clearer picture of minimal skills and abilities will appear that are requisite at all levels of the staff relationship. In this way, the education institutions will be in a better position to train all teacher trainees, while some skills will be reserved for the training of higher level personnel. Eventually, this may lead to the development of completely performance criterion-based curricula.

E. Final Specifications. Special attention will be given to programs which have an emphasis on university-school cooperation on the project. It is believed that a healthy working relationship between the theoretical and the practicing is needed for the successful completion of this task.

Proposals will be accepted which make allowances or exceptions to any part or parts; more consideration will be shown to proposals which attempt to define the whole problem. It is especially relevant that a commitment to develop criteria at all levels does not exclude the possibility of specifying areas in which performance criteria may not apply, but which are very important in the training of teachers.

APPENDIX J

"You Gotta Have Heart" or at Least Some Teachers Should

Most of us will agree that "heart" is a fuzzy conception which is difficult to define and even more difficult to prove. Nonetheless, people continue to sense differences between those who have heart and those who do not, and to realize that the former might have significantly positive effects on students in a school (over and above their academic training).

What is so special about "heart"? Realizing that many contradictory definitions exist, we would like to present a few possible characteristics:

1. People with heart have healthy personalities. They like themselves and are at ease with themselves to a degree that they do not have to manipulate their environment to satisfy their needs.

2. In a school situation such a person can accept and work with a broad range of student behavior and attitudes. To the extent that he does not have to manipulate student behavior and discussion to bolster his own needs, the teacher is able to work within the area of student concern. He can perceive concerns different from his own and not feel threatened by them.

3. The student-teacher relationship becomes an effective one in which significant learning can take place. Chaos does not result. The teacher presents himself as a stabilizing model of behavior and attitudes, to be regarded as one of many alternatives.

Humanistic psychologists such as A. H. Maslow, E. Fromm, and S. Jourard are studying the person with heart. Instead of heart they speak of self-disclosure, self-actualization, self-love. Though their findings are far from conclusive, they have presented certain behavioral characteristics that might be associated with heart.

Hence, there arises the possibility of setting up selection programs whose primary purpose will be to find people with heart and to encourage them (money and free love may not be sufficient) to go into education. For example, a two-month heart-finding program might involve bringing people together, submitting them to a variety of situations, and "grading" them according to the following characteristics (Maslow: Toward a Psychology of Being, pp. 23-24):

1. Superior perception of reality.
2. Increased acceptance of self, of others, and of nature.
3. Increased spontaneity.
4. Increase in problem-centering.
5. Increased detachment and desire for privacy.
6. Increased autonomy, and resistance to enculturation.
7. Greater freshness of appreciation and richness of emotional reaction.
8. Higher frequency of peak experiences.
9. Increased identification with the human species.
10. Changed (the clinician would say, improved) interpersonal relations.

11. More democratic character structure.
12. Greatly increased creativeness.
13. Certain changes in the value system.

Those people with a high "heart count" might be encouraged to go on for some education in a certain academic area. Perhaps some can go directly into a school without any further training. Care will be taken to involve these hearty people in education even to the extent of waiving certain ordinary academic requirements.

It is not to be assumed that an all heart staff is possible or even desirable. People without a high heart percentile rating will be desired as teachers on the basis of being skilled in other areas.

What about the possibility of training people to have heart? Developments in this area are perhaps less advanced than in the area of simply identifying people with heart. For this reason, the above selection program did not concern itself with the remedial. However, it is quite possible that teacher training programs in heart can be developed. If it is true that heart cannot be "put on" or learned as a response, such programs are liable to be closer to the mystical and paradoxical than the conventional. Nonetheless, it might be noted that techniques currently being investigated by the Esalen Institute (meditation, body awareness, and group dynamics) might prove to be effective heart lifters. A Stanford-in-Ashbury campus is even a remote possibility.